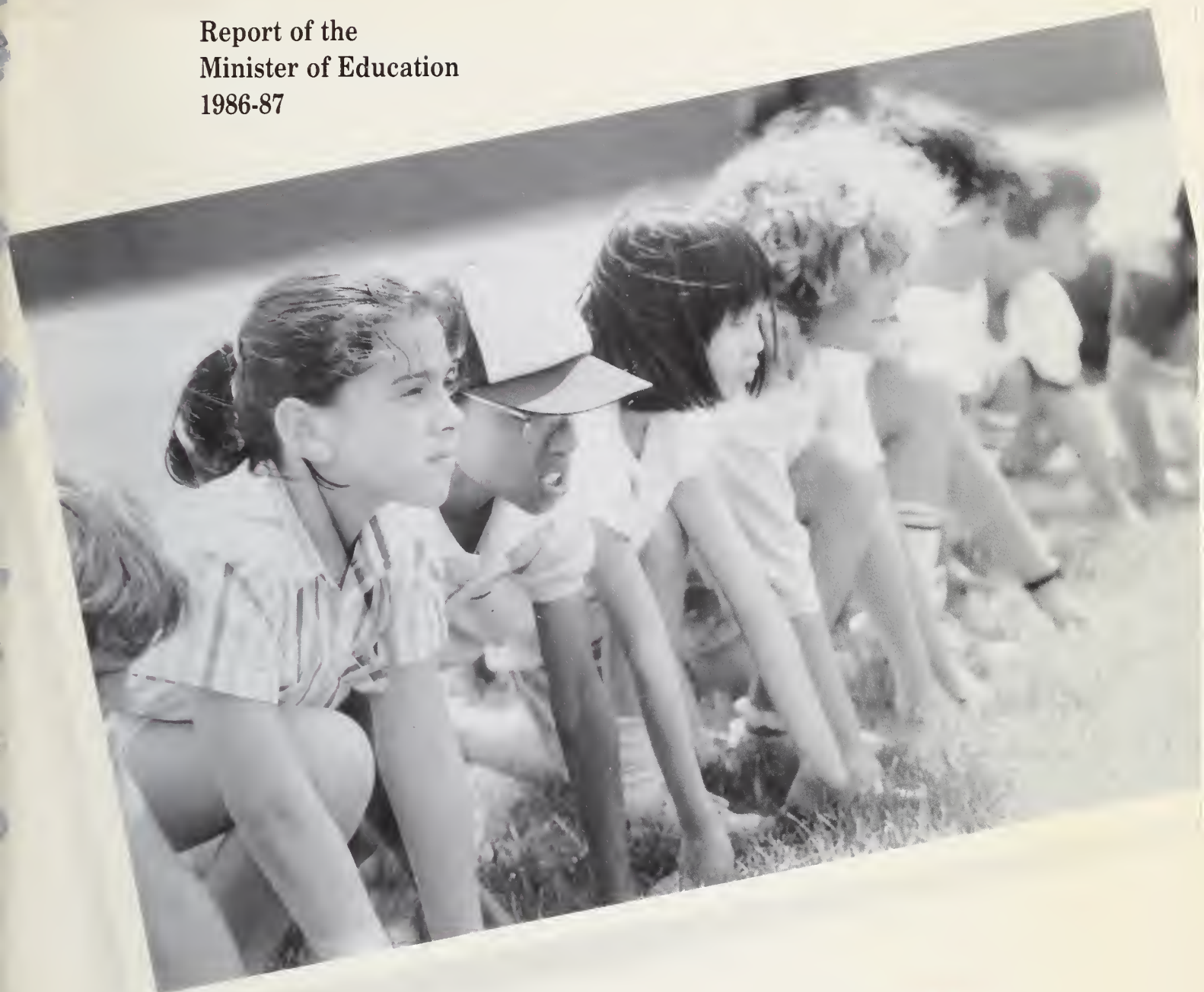


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**Report of the
Minister of Education
1986-87**





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Report of the Minister of Education 1986-87

The Honourable Lincoln M. Alexander
P.C., K.St.J., Q.C., B.A., LL.D.
Lieutenant-Governor of Ontario



Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1986, and ending March 31, 1987.

The goal of the Ministry of Education is to provide an equal and high-quality educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry works in close co-operation with the publicly elected school boards of the province to ensure that a broad range of programs is provided by every school board.

Respectfully submitted,

Sean Conway
Minister of Education



The Honourable Sean Conway
Minister of Education

Mr. Conway:

I am pleased to submit to you the annual report of the Ministry of Education for the 1986-87 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,

Bernard J. Shapiro
Deputy Minister

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Introduction

During the past year several important changes took place, including the passage of two pieces of legislation of significant importance to Ontario's educational system, a major reorganization of the Ministry of Education's corporate structure, and the development of policy to support the renewed emphasis on education in the Primary and Junior Divisions. In addition, the ministry developed a set of draft priorities designed to guide it in the formulation of policy and the planning and operation of programs.

Bill 30, which extends full funding to Roman Catholic separate school boards, became law on June 24, 1986. Bill 75, which became law on July 10, 1986, enables French-speaking or English-speaking ratepayers to govern French-language or English-language schools and classes, respectively, in areas where either group is a minority. Special support groups were set up within the ministry to advise school boards on, and assist them with, the implementation of the new legislation. Additional information is provided in the sections on legislation and Franco-Ontarian education.

The ministry's corporate reorganization, which came into effect on January 21, 1987, was designed to accommodate the need to focus on policy development. Among the structural changes that resulted from the reorganization was the creation of the Centre for Early Childhood and Elementary Education, which is responsible for curriculum development from Kindergarten through Grade 8. The responsibilities of this new branch also include those of the Centre for Primary and Junior Education which had been established in September 1986, when responsibility for the Primary and Junior Divisions had been removed from the former Curriculum Branch.

The draft priorities, which were adopted in March 1987, are designed to help senior staff plan for the long-term goals and objectives of the ministry. The articulation of these priorities on a trial basis is the first step towards the development of an integrated strategic planning capability within the ministry. Such a capability will more closely relate long-term educational objectives with policy development and budgetary priorities.



These priorities are as follows:

■ *Learning Skills in the Early Years*

To place a new emphasis on learning skills in elementary education.

■ *Preparation for Adulthood*

To help youth prepare for adulthood and employment through curriculum renewal at the general and basic levels, improved linkages between school and work, and new approaches to the drop-out problem.

■ *An Extended Role for Schools in Support of Children, Their Families, and the Community*

To encourage school boards to participate, as partners, in initiatives to address a number of family and community related activities, including day care and adult basic and continuing education.

■ *Improved Partnerships*

To broaden the range of partnerships within government, education, and Ontario society so as to increase sensitivity to diverse needs and the requirement to demonstrate the effectiveness of Ontario education.

■ *Funding of the School System*

To adopt a proactive approach to the operating and capital funding needs of school boards over the medium term.

■ *Integrated Management*

To improve the functioning on an integrated basis of the ministry's planning, policy development, technology, and human resource management processes.

Centre for Early Childhood and Elementary Education

On September 1, 1986, the Centre for Primary and Junior Education was set up to create policy for the Primary and Junior Divisions. In January 1987, a ministry reorganization resulted in an expansion of the functions of the centre to include policy development for Grades 7 and 8. At that time, the centre was renamed the Centre for Early Childhood and Elementary Education.

The centre works closely with the Centre for Secondary and Adult Education on the development of policy and support documents in both English and French. It also maintains ongoing liaison with other government ministries and agencies that are concerned with the care and well-being of young children and adolescents.

Outlined below are the activities in which the Centre for Early Childhood and Elementary Education was involved during the 1986-87 fiscal year.

Acquired Immune Deficiency Syndrome Project

On January 27, 1987, it was announced that education about Acquired Immune Deficiency Syndrome (AIDS) will be compulsory in Ontario health education programs beginning in September 1987.

The Centre for Early Childhood and Elementary Education assisted members of the Centre for Secondary and Adult Education in developing materials for two units of study on AIDS, which are to be used in the health education program in Grade 7 or 8 and in secondary schools. The materials will be available to schools early in the 1987-88 school year.

Ages 9 Through 12

Ages 9 Through 12: A Resource Book for Teachers is a support document to *The Formative Years*, released in the spring of 1986. This document was produced in co-operation with the Ontario Public School Teachers' Federation. *Ages 9 Through 12* provides teachers in the Junior Division with strategies designed to assist them in working with groups of various sizes – large and small



groups and individuals – and to promote the active involvement of students in the learning process. Workshops were presented by the authors throughout the province to familiarize participants with the document.

The Arts in Ontario Schools

In May 1986, a provincial seminar was held to examine the responses to *The Arts in Ontario Schools: A Discussion Paper*, as well as a draft of *The Arts in Ontario Schools: Action Paper*. Participants at the seminar selected areas for planning, improvement, and future co-operation in the arts and suggested amendments to the draft of the action paper.

A portion of the seminar was also devoted to a study of the Regional Arts Advisory Committees and their potential role with respect to the action paper initiative. These committees recommended that regional representation be strengthened and that the work in the arts area begin by creating awareness of what is required.

The action paper was released in final form to the Regional Arts Advisory Committees during February and March 1987.

The action paper suggests that a co-operative effort be made to act on the recommendations and that leadership and specific action be considered the responsibility of all arts educators. The recommendations should be viewed as the basis for policy development by school boards and the Ministry of Education.

Child Care

The Ministry of Education began collaborating with the Ministry of Community and Social Services on a review of child care services for school-aged children (including four- and five-year-old children who may attend Junior Kindergarten and Kindergarten) and of the use of school facilities for child care. The review is intended to look at existing child care services and to make recommendations for planning and implementation of future services. Currently, approximately 27 per cent of all licensed child care centres – a total of 598 centres – can be found in schools.



Computers in the Curriculum

In February 1987, the Ministry of Education issued its first policy memorandum (Policy/Program Memorandum No. 91, "Integration of Computers Into Elementary and Secondary Curriculum") on the integration of computers into the curriculum in all the divisions of elementary and secondary school. Henceforth, the ministry expects educators who develop curriculum for children in the Primary and Junior Divisions to include computer applications, where appropriate, in the areas of study defined in *The Formative Years*. Computer applications are also to be incorporated, where appropriate, in the courses of study for all subjects offered in the Intermediate Division.

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Students should be given opportunities to use computers in a variety of activities such as drawing, writing, composing, calculating, analysing, role-playing, and accessing information resources.

Early Primary Education Project

Responses to *The Report of the Early Primary Education Project* were received and analysed, and a report of these findings was prepared for the ministry's use. The information provided by these findings, along with other kinds of information such as current knowledge about how young children learn, the ministry's strategic directions and priorities for the future, and various initiatives of other ministries, were considered in formulating plans for primary education for the next five to eight years.

Science in Primary and Junior Education

A plan of action for the renewal of science education in the Primary and Junior Divisions was announced in October. *Science in Primary and Junior Education: A Statement of Direction* contains twenty-four initiatives that are intended to revitalize science teaching and learning in the context of a balanced, integrated program.

The initiatives are presented in five categories, including curriculum, support for teachers, materials and equipment, public awareness, and leadership, implementation, and evaluation, and, within each category, a variety of audiences are addressed and roles defined.

The plan of action includes initiatives for the development of a new curriculum policy document for science in the Primary and Junior Divisions, the provision of special grants to school boards for innovative projects in in-service teacher education relating to science, and the development of a program to provide science kits for student use.

Centre for Secondary and Adult Education

The Centre for Secondary and Adult Education, established at the time of the ministry reorganization, is responsible for the development of curriculum and related documents, programs, and assessment instruments for the secondary panel. In addition, the centre has more general responsibilities in the areas of Native education and of continuing education for adults.

Acquired Immune Deficiency Syndrome Project

On January 27, 1987, it was announced that education about Acquired Immune Deficiency Syndrome (AIDS) will be compulsory in Ontario health education programs beginning in September 1987.

The Centre for Secondary and Adult Education, in co-operation with the Centre for Early Childhood and Elementary Education, began developing materials for two units of study on AIDS, which are to be used in the health education program in Grade 7 or 8 and in secondary schools. The materials will be available to schools early in the 1987-88 school year.

Continuing Education

The goals and objectives for continuing education are outlined in *Continuing Education in the Schools, Colleges, and Universities of Ontario*.

The Continuing Education Review Project, an interministerial committee established in September 1984, distributed its report *For Adults Only* and requested responses from the field. In its report, the review project made recommendations on future policy, organization, and funding for continuing education programs that are supported by the Ministries of Education, Colleges and Universities, and Skills Development. An interministerial committee composed of one representative from each of the three ministries will analyse the responses from the field.



"Continuing Education: A Resource Document", a document on continuing education for adults, was in the final stages of production. It contains sections on meeting the needs of adult learners, adult basic education, English/French as a second language, and general-interest programming.

A new grant formula was announced for school boards that offer continuing education. For 1987, the fixed dollar amount for grant-eligible continuing education programs will be \$1900 for each full-time equivalent pupil enrolled in the program. This new formula was designed to cover the full cost of providing continuing education programs and should not require any taxes from the local ratepayer. This full funding by the province will allow public boards to offer continuing adult education programs to separate school supporters.

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Co-operative Education

Co-operative education programs integrate classroom theory with on-the-job experience. Traditionally, the areas of co-operative education have been business education, community programs, and technological education. However, co-operative education programs in English, French, theatre arts, science, mathematics, and geography have been expanding rapidly in recent years.

Students at all academic levels benefit from co-operative education programs. As well as enabling them to acquire first-hand knowledge and experience, these programs provide students with opportunities to develop important life skills, such as those related to interpersonal relationships and self-discipline. These skills, along with an understanding of the world of work, greatly facilitate students' transition from school to the workplace.

One hundred and three school boards have received financial assistance through the Co-operative Education and Transition-to-Employment Incentive Fund, which was established on April 1, 1986. Thirteen million dollars will be provided by the province on a shared-cost basis over the three-year span of the program, which will end on March 31, 1989.

The purposes of this fund are to assist school boards to initiate or expand their co-operative education programs and their transition-to-employment programs for school-leavers.

Under the provisions of the fund, school boards receive financial assistance to:

- overcome the financial barriers that prevent the participation of some students in co-operative education programs (e.g., the cost of transportation, safety equipment, lodging for students from remote communities);
- employ a resource person who will assist school board personnel in the areas of co-operative education or transition-to-employment programs for school-leavers.

The goals of the fund are to increase the number of students participating in co-operative education programs to 44 000 from the present 22 000 participants and to assist 9000 students in finding full-time employment on leaving school.

Document Development

The development of English- and French-language curriculum documents is one of the functions of the Centre for Secondary and Adult Education. Several support documents were released during the 1986-87 fiscal year, and others were in production. In addition, the centre continued the consolidation of about one hundred Intermediate and Senior Division documents into a set of about twenty subject guidelines. All the new curriculum guidelines will reflect the policy requirements set forth in *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984* (OSIS). OSIS outlines programs and diploma requirements for Grades 7 to 12 and includes provisions for the development of Ontario Academic Courses (OACs). In all the new guidelines, courses intended for Grades 9 to 12 will be designed at three levels of difficulty – basic, general, and advanced. OACs are to be at the advanced level only.

Business studies. This guideline consists of eleven sections outlining the policy and the courses that may form part of a business studies program. Business studies courses may be offered in Grades 9 to 12 and as OACs.

Six of the eleven sections were released during the 1986-87 fiscal year; four sections were in production and will be released later in 1987. They include:

- *System Support Programs*, which contains descriptions of courses in office services, information processing, shorthand, and notemaking;
- *Marketing*, which describes courses in merchandising, marketing, and stockkeeping and warehousing;
- *Organizational Studies*, which outlines two courses in the Senior Division in management studies and the Ontario Academic Course, Administrative Studies;
- *Integrated Business Programs*, which contains descriptions of the following courses: Introduction to Business, Machine Applications, Integrated Business, and Transition to Business Employment.

The one remaining section, "Development of Entrepreneurs", will be released in draft form to school boards for validation in the spring of 1987.

Dietary supervisors. The revision of the guideline for dietary supervisors was under way.

English. A revised guideline for the Intermediate and Senior Divisions was in production, and publication by the summer of 1987 was anticipated.

Family studies. The production of the guideline for this area was near completion.

Fashion arts. A revision of the 1967 guideline was under way.

Français. The guideline for français was in the production stage.



Geography. The recommendations received through the validation of the draft guideline for geography at the Intermediate and Senior Divisions, including the Ontario Academic Courses, were considered, and revision of the guideline was initiated.

Mathematics. The revised mathematics guideline for the Intermediate and Senior Divisions is being phased in, with total implementation of the Ontario Academic Courses scheduled for September 1989.

In addition, workshops for teachers of the calculus OAC were held to assist them in preparing appropriate evaluation instruments.

Modern languages. The development of a new language guideline continued. It will include German, Italian, and Spanish, as well as other European, Eastern, and Oriental languages that until now have been offered only as experimental courses.

Music. The production of the music guideline for the Intermediate and Senior Divisions has begun.

Science. The revision of all the science courses continued during the past fiscal year, and the production of several sections of the new Intermediate and Senior Division science guideline was initiated.

Technological studies. Part B of the technological studies guideline, which contains the new subject guidelines for technological courses in Grades 7 to 12, is composed of ten separate sections corresponding to the ten subject groupings. Eight of the ten sections have now been distributed to schools and boards, and one was nearing completion. Part C, which outlines the Ontario Academic Courses in technological studies, was in the final stage of production.

French As a Second Language

Since 1977, when new initiatives in French as a second language (FSL) were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1986, the number of school boards offering core French starting in Grade 4 or earlier increased to 139 from 71. The number of boards offering immersion French increased to 76 from 28 during the same period, while those offering extended French remained at 10. Ninety-five per cent of school boards with English-language schools now begin core French by Grade 4; 52 per cent offer immersion French.

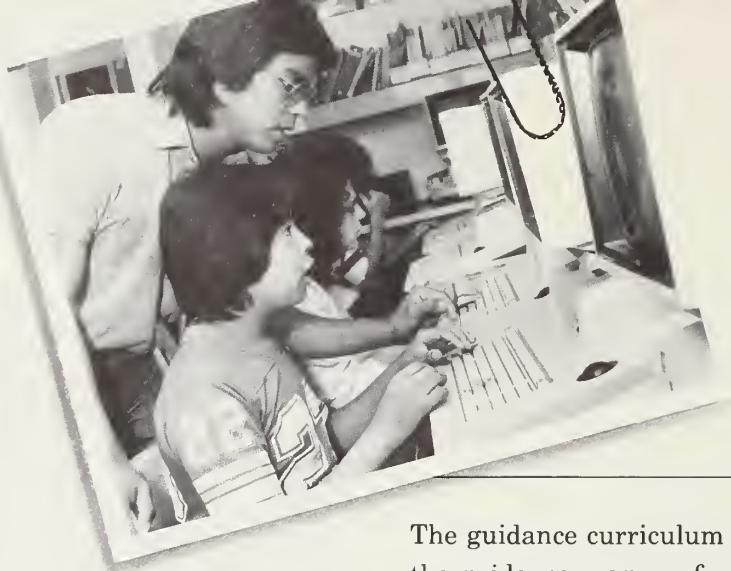
Local support for core French programs in the Junior Division is now widespread. To further the equality of educational opportunity across the province, it has been decided that English-speaking students will study French in Grades 4 to 8 and accumulate a minimum of 600 hours of French instruction by the end of Grade 8.

The decision to introduce core French programs before Grade 4 remains with the local school board.

Two significant provisions encourage boards to build secondary school programs on the foundation laid by elementary FSL programs. One credit in FSL is compulsory for the Ontario Secondary School Diploma, and start-up funds are available in the general legislative grants to encourage the continuance of immersion French and extended French programs at the secondary school level. Information on FSL is available to parents, educators, and the public in a booklet entitled *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s*.

Guidance

The provision of learning opportunities and experiences that focus on the acquisition of skills and attitudes required for an effective transition from school to employment and/or to postsecondary education is an essential component of the school guidance program.



The guidance curriculum guideline sets out the requirements of the guidance program for Grades 7 to 12.

Regional guidance seminars were conducted across Ontario with guidance counsellors and school administrators. Their purpose was to determine the extent of the need for program resources to assist in the equitable implementation of guidance program requirements in all Ontario schools.

The Job Search Skills Program package, which will consist of computer and video resource units designed to provide information and skill development for students seeking part-time or full-time employment, was being developed. The package is intended to support the learning objectives of the guidance program.

Expansion in guidance co-operative education programs provided increased numbers of students with the opportunity to explore their occupational interests in the world of work.

The Linkage I Program

The Linkage I program aligns the contents of ten secondary school subjects in technological studies with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they achieve while in secondary school. Approximately 10 000 students were involved in the program during the 1986-87 school year.

Native Education

A Native-as-a-second-language program will be implemented in Ontario schools in the 1987-88 school year. A curriculum guideline for the teaching of Native languages in the Primary, Junior, Intermediate, and Senior Divisions was in production.

The implementation of the Native-as-a-second language program will result in the need for an increasing number of qualified Native-language instructors. To meet this future need, the Native-Language Teacher's Certification Program was established in 1985.

The three-session program is held in two locations – Lakehead University in Thunder Bay for Algonquian-language teachers (Cree, Ojibwe, Delaware) and the University of Western Ontario in London for Iroquoian-language teachers (Mohawk, Cayuga, Oneida).

The Native Counsellor's Training Program continued providing Native counsellors with the essential skills, knowledge, and experience they require to counsel Native students in elementary and secondary schools. Since this three-session program began in 1977, about 120 participants have been granted the Native Counsellor's Certificate by the Minister of Education.

An implementation program for the People of Native Ancestry series of curriculum materials, as well as the supplementary kit "Touch a Child", continued during the fiscal year.

Student Guidance Information Service

The Student Guidance Information Service (SGIS) is a computer-based information retrieval system that provides career information. It is available to students in the Intermediate and Senior Divisions in both English and French.

SGIS has an extensive data base, which consists of descriptions of approximately 1000 occupations. It also includes information on educational requirements, postsecondary institutions, and other guidance-related matters such as summer employment, Linkage and apprenticeship programs, résumé writing, job interviews, and occupational trends. The SGIS data base is updated on an ongoing basis so that it provides current information in the area of career education.

As students have come to expect the immediate feedback of information made possible by classroom microcomputers, the batch-processing mode of delivering SGIS career information has become outdated. However, it continues to be the most economical computerized service of its kind. A feasibility study, completed in March 1986, recommended a new storage system for SGIS, which will assist in the development of more appropriate delivery methods.

The SGIS data base will be updated for microcomputer delivery in stages. Beginning in the fall of 1987, a pilot project will provide students with microcomputer access to the data on occupations and educational requirements. The portion of the data base containing the information on institutions will be updated later.

Visual Arts

The guideline *Visual Arts, Intermediate and Senior Divisions, 1986*, which was released during the 1985-86 fiscal year, outlines the goals and aims for a visual arts program for Grades 7 to 12 and the Ontario Academic Course (OAC). To ensure consistency in evaluation of the OAC across the province, a teacher's handbook for evaluation was prepared in draft form. Workshops based on this handbook are being held in all parts of the province.

In addition, a support document to the visual arts guideline, entitled "Viewing Art for the Intermediate and Senior Divisions", has been under development. Designed to enhance the history component of the guideline, this document will focus on Canadian artists, women as artists, and teaching strategies.

Education Liaison and Exchange



The Special Projects Branch was renamed the Education Liaison and Exchange Branch in the January 1987 ministry reorganization. The activities in which the Education Liaison and Exchange Branch was involved during the 1986-87 fiscal year are outlined below.

Book Purchase Plan

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first time in *Circular 14*.

Circular 14

The 1987 edition of *Circular 14*, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 117 new English-language and 44 new French-language titles. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Approximately 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

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Education Week

Each year the Education Liaison and Exchange Branch works with school boards to prepare for the annual Education Week celebration. In 1986 the official opening ceremonies for Education Week were hosted by the Kirkland Lake Board of Education, the Kirkland Lake District Roman Catholic Separate School Board, and Northern College of Applied Arts and Technology.

The students and teachers in the Kirkland Lake district worked together to present a delightful opening ceremony at the Northern College auditorium. The lively songs, skits, and speeches presented by the students highlighted the community's commitment to the Education Week theme, "Refining Our Gold: Valorisons nos richesses".

Educator Exchanges

The educator exchange program continued to thrive in 1986-87. At the international level, twenty-four exchanges were made with the United Kingdom, two with the United States, three with West Germany, one with Switzerland, and thirty-six with Australia. Exchanges with New Zealand numbered eight, representing a very successful second year for this program.

At the interprovincial level, nine exchanges were completed, three with British Columbia, two with Alberta, two with New Brunswick, one with Nova Scotia, and one with Prince Edward Island.

Two other exchange programs continued to be successful. Three Ontario superintendents exchanged with their counterparts in the United Kingdom for one-month to six-week periods, and two Ontario principals exchanged with principals from Quebec for one-week periods.

French-Language Professional Development Programs

Financial assistance was given to school boards and other educational agencies for the organization of, and for teacher participation in, professional development seminars and workshops for teachers in French-as-a-first-language or French-as-a-second-language programs. Over 740 grants were allocated through this professional development program.

Grants were awarded to school boards to assist them in acquiring, through full-time study-leave programs, the expertise required to meet the needs of French-language schools. Ten school boards received these grants.

Bursaries for summer courses were provided, through the Teachers' Summer Bursary Program, for French-as-a-second-language teachers and for teachers in French-language schools. In addition, bursaries for winter courses were awarded under

the Teachers' Winter Bursary Program to teachers in French-language schools. These bursary programs were administered by the Student Awards Branch of the Ministry of Colleges and Universities. The Department of the Secretary of State of Canada contributed the entire funding for the summer bursaries and also provided the Government of Ontario with financial assistance for the Teachers' Winter Bursary Program and for other programs in support of French-language instruction.

Interchange on Canadian Studies

The Interchange on Canadian Studies is a week-long forum on national issues for students from across Canada. It is held in a different province or territory each year in late April or early May and is funded by the Open House Canada program of the Department of the Secretary of State. Its purpose is to provide students with an opportunity to examine issues relevant to Canadian concerns and to increase their understanding of Canada's cultural diversity and its identity as a nation.

In 1986, fifteen Ontario students were given a two-day orientation in Toronto; they then travelled to Halifax for the conference, where they were hosted by local students. During the summer the Ontario students reciprocated by hosting their Halifax partners on an exchange visit.

Learning Materials Development Plan and French-Language Fund

The Learning Materials Development Plan and French-Language Fund continued to provide funding assistance for publishers, producers of media, non-profit organizations, and individuals, for the development and production of Canadian learning materials. Many different types of learning materials have been produced (including books, kits, films, videotapes, filmstrips, cassettes, and records) in such varied subject areas as the arts, guidance, special education, environmental studies, English, *français*, French as a

second language, drama, Native studies, Native education, social studies, health education, music, Canadian literature, and family studies.

Through the 1986-87 Learning Materials Development Plan competition, eighteen projects (twelve English-language and six French-as-a-second-language) were funded for the development of print and non-print materials. Thirty-two projects for French-language schools were funded through the French-Language Fund.

Official-Language Monitor Program

The Official-Language Monitor Program, which consists of both a part-time and a full-time program, is co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State.

The Part-Time Monitor Program is designed to encourage bilingual postsecondary students, who are attending a university or college in a province or area where their mother tongue is the second language, to act as part-time teaching monitors of French or English as a second language.

A total of 440 students from fifteen Ontario universities and four community colleges, of whom 404 were Francophones, were paid \$3200 each to act as part-time monitors in the schools of forty-five Ontario boards, four community colleges, and thirteen universities. The students worked with small conversational groups eight hours per week.

Forty Francophone students also acted as part-time French monitors, providing cultural and linguistic reinforcement in the French-language instructional units of nine school boards.

The Full-Time Monitor Program encourages Francophones who have completed at least one year of university to work as full-time monitors for twenty-five hours per week in centres that are distant from a university. Thirty-two full-time Francophone monitors worked in French-language instructional units, and thirty-one

worked in the classrooms of French-as-a-second-language teachers in forty-three school boards. These monitors received \$8000 for ten months of work.

Approximately 75 per cent of all the Francophone monitors in Ontario were from other provinces, and some 25 per cent were Franco-Ontarians.

Ontario French Assistants Program

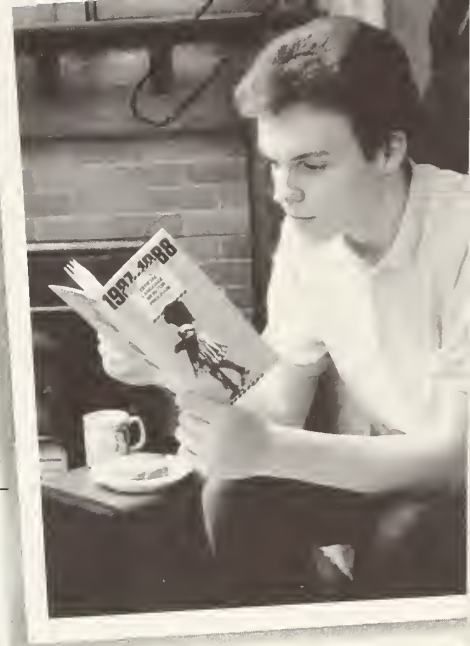
This exchange program is administered co-operatively by the French consulate and the Ministry of Education. By providing opportunities for graduate students from France and Ontario to work as full-time second-language assistants, the program encourages an exchange of culture and language. Students are also able to take one university course during the exchange.

Three university students from France worked as French-as-a-second-language assistants in the elementary and secondary schools of two school boards. They worked with small groups for twelve hours per week throughout the school year, assisting FSL teachers and students with the conversational and cultural aspects of French. They received \$8000 for their work.

In exchange, three students from Ontario worked as English-as-a-second-language assistants in schools in France.

Ontario-Quebec Class-Twinning Program

The Ontario-Quebec Class-Twinning Program provides opportunities for students to exchange ideas and information through correspondence with their peers in the other province. This exchange increases students' understanding of one another and fosters friendships. More than eighty Ontario classes were twinned with classes in Quebec in 1986-87.



The Ontario Secondary School Students' Association

The Ontario Secondary School Students' Association (OSSSA) is a provincial organization run by and for students involved in student council activities, with the objectives of promoting communication and co-operation among student councils in Ontario, providing leadership training, and representing the interests of student councils in dealing with the Ministry of Education and other organizations. The Education Liaison and Exchange Branch provides the association with an adviser.

A twelve-member cabinet, with each member from a different region of Ontario, is elected each year during the Ontario Student Leadership Course – Student Council, held in September. The cabinet holds four weekend meetings a year. Each cabinet member is responsible for forming a regional council and for planning and holding a regional leadership conference for secondary school students in his or her region. In 1986-87, almost 900 students from 200 secondary schools attended the conferences.

Ontario Student Leadership Centre

Nine student leadership courses in seven different subject areas were held, from the last week of May until the end of the first week in October, at the Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills. The total number of students who took part in the courses was 1365 and included two hearing impaired students from ministry-operated provincial schools and their interpreters.

The programs were staffed by qualified teachers from school boards, universities, the Ministry of Education, and professional organizations. In addition to the participants in the ministry programs, youth and adult groups used the centre during May, September, and October.

Ontario Young Travellers

The Ontario Young Travellers program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital and who might benefit from the cultural and educational resources available there. In 1986-87 a total of 7600 students from 198 schools in Northern Ontario visited Toronto.

The program is available to Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as Grade 7 classes (if Grade 7 is the last grade in an elementary school).

The program provides financial assistance to help defray transportation costs from the school to Toronto and accommodation costs for students from schools located more than 800 km from Toronto. Each school must provide evidence that the students' visit is integrated into the school curriculum. An outline of follow-up activities and assurance of adequate adult supervision must also be provided.

Project Canada

Project Canada, a national class-twinning program initiated, financed, and administered by the Ministry of Education, is conducted in co-operation with the ministries of education of the other Canadian provinces (Quebec excepted) and the northern territories. Through the exchange of correspondence and classroom projects, Ontario students can gain a broader understanding of the multicultural character of Canada and develop a sense of national pride. A total of 827 Ontario classes were twinned with classes in other provinces in 1986-87.

Seminars for Educators From Western Europe

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from Western Europe. These programs parallel seminars open to Ontario educators in European countries.

Candidates pay a nominal course fee. The Ministry of Education provides the staff and organizes the program, and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and the Canadian education system, numerous cultural excursions, and contact with Ontario educators.

A similar program with a focus on Canadian literature is organized in co-operation with the University of Toronto's Faculty of Education. In 1986-87 twenty-five teachers of English as a second language from France took part in a four-week program.

Seminars in Europe for Ontario Educators

Eighteen seminars in nine Western European countries were open to Ontario educators in the March and summer vacation periods. Over 440 educators took part in these programs of two- to four-weeks' duration. Seminars included both academic and cultural activities designed to broaden participants' knowledge of the host country and its education system, politics, economics, history, culture, and arts, and, in some cases, to increase their language fluency. Some seminars were partially subsidized by the host country; others were fully subsidized and were offered to Ontario teachers free of charge. Two specialized seminars were also conducted: one on vocational education for educators from the colleges of applied arts and technology, and one for a school board's principals' association.

Student Exchanges and Educational Trips

A record number of Ontario secondary school students participated in international exchanges. Four hundred and forty Ontario students exchanged with students from France, Switzerland, Germany, Italy, Spain, and, for the first time, Belgium. All were three-month exchanges except for the Belgium program, which was for two months. Each student lived with the exchange partner's family and attended a local school.

A four-week German-language enrichment program involving twenty-five Ontario secondary school students took place during the summer of 1986. The students spent the first three weeks of the course in Kulmbach, Bavaria, and the last five days in Berlin. A three-week French-language enrichment program near Montreux, Switzerland, was attended by forty Ontario students.

During the 1986-87 school year, 200 Ontario students were twinned with 200 Quebec students. The Quebec students resided with their Ontario partners and families and attended Ontario schools for three months, from September to December 1986. The Ontario students returned the visit the following February, residing with their Quebec partners and families and attending Quebec schools until April 1987.

Over 1900 students from French-language schools and immersion classes in Ontario travelled to French-speaking centres in Quebec for short education visits in 1986-87. In addition, funding assistance was provided so that more than 980 students from French-language Ontario schools could participate in short-term visits or exchanges with other Ontario schools. Financial assistance was also given to school boards to help them organize French cultural activities for students from French-language schools and French-immersion classes.

The Ontario Student Exchange Subsidy Program provides financial assistance for travel involving student exchanges that have been incorporated into the curriculum. Teachers must make their own arrangements for the exchange, which must meet the stated educational objectives of specific courses. In 1986-87 a total of 1094 students from 27 schools participated in this exchange subsidy program.

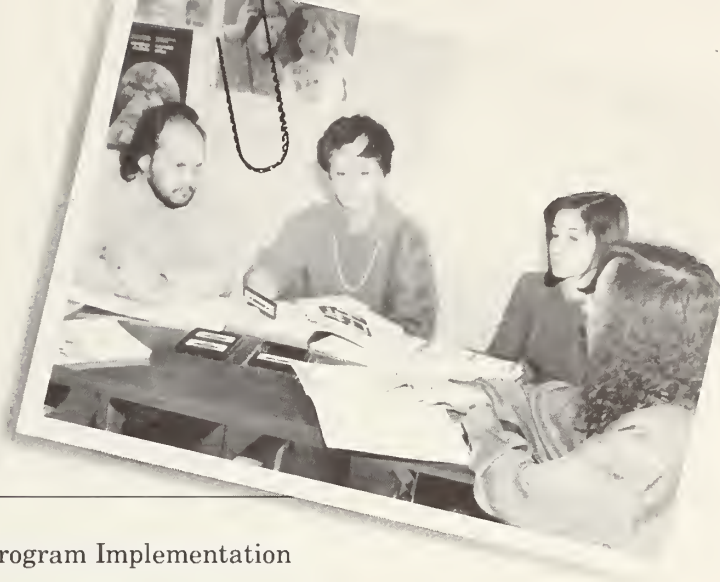
Summer Experience '86

The Summer Experience program, administered by the Ministry of Education and funded by the Ministry of Skills Development, provides summer employment for students.

The Educational Projects portion of the program is run in co-operation with school boards. The boards are invited to submit applications to the ministry for projects of an educational nature, such as tutoring or the preparation of educational kits. These projects are considered on the basis of merit and geographical distribution. Two hundred projects were approved by the ministry in 1986-87, and, through grants from the ministry, 950 students were hired by school boards to work on the projects. An additional sixteen students were employed by the ministry under this part of the program.

The Campus Employment for Native Students portion of the program offered approximately 170 Native secondary students an opportunity to work with the academic or administrative departments of various universities and colleges in Ontario. The project is intended to provide an orientation to the campus environment and to encourage Native secondary school graduates to continue their education. In the summer of 1986, thirteen community colleges and five universities participated in the Campus Employment for Native Students program.

Program Implementation and Review



The responsibilities and activities of the Program Implementation and Review Branch encompass three areas: evaluation services, supervisory services, and registrar services.

The Program Implementation and Review Branch was created in January 1987, and incorporates many of the functions of the former Evaluation and Supervisory Services Branch.

In the 1986-87 fiscal year, the Evaluation Services Unit produced a chart displaying the range of evaluation activities involving the Ministry of Education. The chart outlines seventeen evaluation programs or activities in which the ministry participated, within the following categories: student achievement program evaluations, system reviews, and personnel performance appraisals.

Four provincial reviews were completed and released in 1986-87: "Senior Division English", "Early and Ongoing Identification of Children's Learning Needs", "Alternative Schools and Programs in the Public System", and "Classics: Intermediate and Senior Divisions". In addition, in the latter part of 1986-87 a new type of provincial review, incorporating student achievement data, was designed and initiated. Twenty-eight school boards volunteered to participate in a pilot project designed to assess student achievement and program implementation in Intermediate Division Canadian studies geography. The procedures for the project were defined and the contracts and screening of instruments were completed by the end of the fiscal year. Some of the instruments used for the assessment of student achievement will be chosen from the Ontario Assessment Instrument Pool. Questionnaires will also be used to gather information on instructional practices and resources from teachers.

The Ontario Academic Course Teacher In-Service Program, designed to develop consistency in the assessment of student achievement in OACs by providing common criteria, strategies, and standards for classroom teachers, continued in 1986-87. The workshops for teachers of English OAC I: Language and Literature were completed. Studies of current methods of assessment in



visual arts and calculus were made in the spring of 1986; workshop materials were developed in the fall of 1986, and workshops for all secondary schools teaching these OAC credits were begun in March 1987.

In the Ontario Assessment Instrument Pool (OAIP), contracts for the development of instruments continued in seven pools: Junior Division language arts, Junior Division science, Intermediate Division mathematics, Intermediate Division science, Senior Division mathematics, Senior Division English, and Senior Division biology. In the *Banque d'instruments de mesure de l'Ontario (BIMO)*, the French equivalent of OAIP, development continued in Senior Division biology, Junior Division mathematics, and Intermediate Division history. During 1986-87, three packages of the OAIP Junior Division mathematics were distributed and more than thirty workshops were held across the province in order to introduce the pool to teachers and administrators. Also in 1986-87, requests were made for the development of OAIP pools for basic level programs in mathematics, English, and science. Requests for proposals were also made for *BIMO* pools for basic level programs in mathematics, *français*, *anglais*, and science and for Intermediate and Senior Division *français*.

During the 1986-87 fiscal year, seven research reports and a research brief on performance appraisal of certificated educational staff in Ontario were released and distributed. In addition, a discussion paper and a questionnaire on performance appraisal were developed and distributed throughout the province. Responses to the questionnaire were analysed and summarized in March and were to be considered by the ministry prior to any decisions concerning future ministry action.

In 1986-87, the ministry embarked upon the first year of the three-year School Improvement Program. Volunteer participants from forty schools and sixteen boards will develop, share, and document plans and strategies designed to increase the schools' ability

to manage curriculum. The objective of the program is the development of an inventory of models, strategies, and practices that will enhance the ability of individual schools to develop, implement, and review curriculum.

The Supervisory Services Unit of the Program Implementation and Review Branch continued to perform its liaison functions during the year. Four meetings with the Minister and five meetings with senior ministry staff, were convened for each of the provincial organizations of trustees and teachers. In addition, meetings were scheduled between the Minister or Deputy Minister and the associations of supervisory officials, parent groups, and principals' organizations. These regularly scheduled meetings permitted ongoing consultation and frequent opportunities for the expression of needs and concerns.

Seven faculties of education or other institutions offered principal's certification courses: Part I, Part II, or the refresher course. The ministry directly operated courses at Kingston and Sudbury only. In addition, written and oral examinations for the certification of supervisory officers were conducted. One hundred and twenty supervisory officers received their certificates in 1986-87. Liaison with the supervisory officers' associations was maintained throughout the year.

In the area of school safety and health, numbered safety memoranda developed and distributed during 1986-87 dealt with topics such as playground equipment and precautions to be taken when viewing an eclipse. A resource booklet on safety in physical education has been developed by the Ontario Physical and Health Education Association, with ministry support and encouragement.

Three research reports and a research brief on trustee representation and distribution were released in the fall of 1986. A joint committee of the presidents of the trustee associations and ministry personnel was established to study reaction to the research and to propose a plan of action to the Deputy Minister relating to the election of trustees.

In the 1986-87 fiscal year, the Registrar Services Unit completed bilateral agreements for certification with three more provinces, which brought to five the number of provinces with which Ontario now has agreements concerning portability of teacher certification.

The Registrar Services Unit has also put into place the first stage of implementation of the Student Information System. This system will include information on the accumulation of individual student secondary school credits. In addition, the unit administers the Ontario Scholar Award program. In 1986, approximately 12 921 students received Ontario Scholar Awards.

Special Education and Provincial Schools



The former Special Education and Provincial Schools branches were combined in January 1987. The new branch is responsible for the planning and development of provincial policies relating to the education of exceptional pupils in Ontario. It is involved as well in the development of special education curriculum support documents. Education programs are provided in schools for the visually impaired and hearing impaired, in Demonstration Schools for the learning disabled, in Ontario Youth Centres, and in one Developmental Centre School. Teacher education programs are offered at the Demonstration Schools and the schools for the visually impaired and hearing impaired. These schools also serve as resource centres for local school boards.

The Special Education and Provincial Schools Branch also performs the important role of co-ordinating with provincial parent and professional associations on matters relating to special education.

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Special Education

Although the Education Amendment Act, 1980 (formerly Bill 82) became fully effective on September 1, 1985, each school board in Ontario continues to review and refine its delivery of special education programs and special education services in order to meet the identified needs of exceptional pupils within its jurisdiction.

Regulation 274, "Special Education Programs and Services", as amended by Ontario Regulation 77/86, requires each school board to review its special education program annually and to amend it where necessary. In May 1986, each Ontario school board submitted its annual review report to the Ministry of Education. Each submission was then reviewed by ministry officials and each board was informed of the results of the review.

Regulation 274 also requires that, beginning in the spring of 1987 and every second year thereafter, all school boards submit to the ministry detailed reports on their delivery of special education

programs and special education services. In November 1986, guidelines were forwarded to all school boards regarding the procedures to be used in developing the first report to be submitted.

During 1986, the Ministry of Education developed a discussion paper on special education legislation, which was circulated widely for public review. The response to the discussion paper has been carefully analysed.

Activity before the Ontario Special Education Tribunal continues; four hearings were conducted during the past year. This brings the total number of hearings conducted by the tribunal since 1983 to nineteen.

The Ministry of Education recently distributed copies of the resource guide *Behaviour* to schools across the province. This document is a revision and extension of *Children With Behavioural Exceptionalities*, published in 1979. On request, the regional offices of the Ministry of Education, in collaboration with the Special Education and Provincial Schools Branch, arranged special presentations for school boards on the application of this document.

Three project committees have been established for the purpose of revising and extending three new resource documents: one for pupils with physical disabilities, one for pupils with moderate and severe intellectual disabilities, and one for pupils who are hearing impaired. Revised versions of the *Handbook for Teachers of Students With Learning Disabilities* and of *Vision*, a resource document for teachers of the visually impaired, are nearing completion. These publications deal with students from all four divisions of the school system and provide teachers with suggestions for the development and implementation of instructional programs.

A revision of the resource document *Designing Schools for the Physically Handicapped* was completed and distributed this year. This document exemplifies the ministry's efforts to ensure that the needs of exceptional pupils are met in community schools wherever possible.

Orientation workshops were held across the province to assist teachers and administrators in developing appropriate special education programs for gifted students. A significant number of in-service teacher education sessions were conducted in French in order to acquaint French-language teachers with the new support document *Élaboration des programmes pour l'élève surdoué(e)* (*Programming for the Gifted*). This publication was also used as the focus for English-language workshops.

The in-service teacher education activity culminated in a provincial forum organized by the Planning Committee for the Gifted and held in Toronto on October 16, 17, and 18, 1986. Committee members and forum participants included staff from school boards and faculties of education, parents, and students. In total, 182 attended the event. The principal concerns of the forum were the sharing of exemplary programs in gifted education from across the province, the consolidation of the network of educators of the gifted, and the delineation of issues and plans of action for future programming.

The *Giftednet Directory*, available from the Special Education and Provincial Schools Branch, is a useful by-product of the forum.

Special education teacher education continued to receive considerable attention. In co-operation with the Ministry of Colleges and Universities, guidelines for the special education additional qualifications courses were reviewed and revised. Designed to facilitate modifications in course format and to provide teachers with increased opportunities for specialized training, the new guidelines have been tested in several areas of the province. Full implementation is scheduled for the summer of 1987. A resource document has been developed to assist the staff of the faculties of education in designing the courses.

The Ministry of Health, through its Home Care Program, has co-operated with the Ministry of Education to provide access for students with special health support needs to educational programs in school settings. While school boards provide services for the

largest number of students with special health support needs, in the 1986-87 fiscal year, the Home Care Program provided specialized treatment services for approximately 5000 students.

Provincial Schools

Demonstration Schools

Although the primary responsibility for providing appropriate educational programs for students with learning disabilities remains with the school boards, the ministry recognizes that some students require a residential school setting. The ministry provides the services of three Demonstration Schools for students with severe learning disabilities: the Trillium School in Milton, the Centre Jules-Léger in Ottawa, and the Sagonaska School in Belleville. These Demonstration Schools provide special residential education programs for students between the ages of six and twenty-one. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of these schools is to develop the abilities of the students to the point where they will be able to return to the local programs operated by school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education, with English as the language of instruction. The Trillium School has an enrolment of forty learning disabled students; the Sagonaska program accommodates forty students with specific language-learning disabilities.

The Centre Jules-Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education of the University of Ottawa. The Faculty of Education is responsible for the delivery of the program at the centre. In 1986-87, thirty-nine French-speaking students with learning disabilities were enrolled in the program, and a unit was established for hearing impaired students from French-speaking families.

An in-service teacher education component is provided at all three Demonstration Schools. This service is designed so that methodologies and materials can be shared with locally operated programs across the province.

Developmental Centre Schools

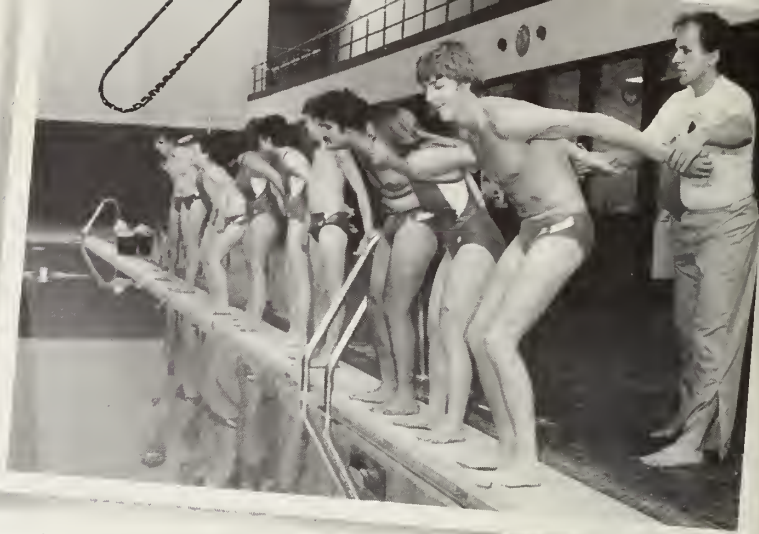
Developmental Centre Schools, operated by the Ministry of Community and Social Services, provide for developmentally disabled, emotionally disturbed, and multihandicapped students. The prime goal of the program is to provide opportunities for students to acquire appropriate skills for community living.

Ontario Youth Centres

Ontario Youth Centres, located in Cobourg, Oakville, Simcoe, and Sudbury, provide treatment and education for a population of approximately 160 in detention. The residential component of the youth centres is operated by the Ministry of Community and Social Services under the Young Offenders Act or the Children's Mental Health Act.

Educational programs are operated on a co-operative basis with other facility-based programs. The Ontario Youth Centres accommodate students of both sexes from twelve to seventeen years of age who have been charged and are awaiting trial, have been charged and sentenced, or have been admitted for specific treatment.

Initial and continuing assessments are made in order to tailor educational programs to the needs of individual students. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. Many of the students have behavioural exceptionalities; some are learning disabled, and others are slow learners. In addition to the core subjects, extensive vocational and life-skills courses are offered.



Schools for the Blind and Deaf

The W. Ross Macdonald School in Brantford had an enrolment of 218 students for the 1986-87 school year. The school program, which provides education of a high standard tailored to the needs of visually impaired students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the programs developed for all students in the province. The school offers a full elementary and secondary program, from Grade 1 to Grade 12 (including Ontario Academic Courses). The Faculty of Education of the University of Western Ontario, in association with the Ministry of Education, offers a training program at the school for teachers of both English- and French-speaking visually impaired students.

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Comprehensive and personalized, programs in life skills and orientation and mobility are designed to train students to function competently in many work environments. Concerted efforts are also being made to promote higher levels of educational and social integration for visually impaired and deaf/blind students. In order that students may continue to experience the benefits of a family setting, transportation home is provided weekly, if feasible. Students from Northern Ontario have the opportunity to travel to their homes at least once a month for extended weekends.

Through workshops, seminars, special courses, consultations, and the increased distribution of free large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually impaired. It has also assumed a co-ordinating role in providing audio and braille materials to school-age and postsecondary students throughout the province. The school also offers professional services and guidance in the field of education for the visually impaired to other provincial ministries of education.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf-blind students. The program serves deaf-blind students from British Columbia, Alberta, and Manitoba as well as Ontario. In 1986-87, there were forty-five students in the resident program. Extensive resource services were also provided by the school to maintain an additional eighty preschool and school-aged deaf-blind children in their home communities throughout Ontario.

The ministry operates three schools for the hearing impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing impaired and provide a broad range of services to families, school boards, and agencies. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family counselling, and the provision of information to the public.

The Robarts School, with an enrolment of 61 residential and 53 day students, and the Ernest C. Drury School, with an enrolment of 56 residential and 200 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, which serves the distant northern areas of Ontario, has 128 residential and 76 day students and provides a seven-day-a-week residential program throughout the school year. It makes provision for weekly trips home for more than half of its resident students; on average, all students manage to return to their homes every third week.

The schools for the hearing impaired provide educational programming from Kindergarten to Grade 12, encompassing a comprehensive range of elementary, secondary, vocational, life-skills, and co-operative education course options. In addition, the schools provide their students with the specialized training and help that they require to meet their special needs.

In 1986, sixteen graduates from the Ontario schools for the deaf were accepted at Gallaudet College in Washington, D.C., the only recognized liberal arts college for the deaf in the world. Twenty-five graduates entered other postsecondary programs, twenty-three entered regular employment, and one entered sheltered employment.

The ministry has recently established a planning and advisory committee for the Robarts School, which will provide advice and input on matters relating to the future organization, administration, and governance of the school. Recommendations from the committee will assist the ministry in forming plans for the future of all provincial schools.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing impaired. In 1986-87, sixteen trainees were enrolled at the centre and received the Ontario Diploma in Deaf Education on completion of their studies.

Franco-Ontarian Education



The 1986-87 fiscal year has been a year of great changes in French-language education.

On July 10, 1986, the Government of Ontario adopted Bill 75, under the title An Act to amend the Education Act and the Municipality of Metropolitan Toronto Act. This legislation, which deals with the governance of French-language schools, came into effect on October 1, 1986; it affects twenty-eight boards of education and thirty-nine Roman Catholic separate school boards. Certain provisions that affect only the Metropolitan Toronto School Board came into effect on December 1, 1986.

During the past fiscal year, French-language education councils were established on boards operating French-language instructional units. The members of these councils, who are elected by French-speaking ratepayers, have exclusive jurisdiction over French-language programs and facilities. Ten French-language advisory committees have been maintained on boards of education that purchase French-language programs and services. Three French-language advisory committees continue to function in the Metropolitan Toronto area; they will be replaced, on December 1, 1988, by the Metropolitan Toronto French-Language School Council, which will operate all French-language instructional units and programs in the public elementary and secondary schools in Metropolitan Toronto. The Metropolitan Separate School Board will continue to operate French-language instructional units in Roman Catholic Schools.

English-language education councils were established on nine Roman Catholic separate school boards and on two boards of education where English-speaking pupils constitute a minority of the student population.

To assist school boards in implementing Bill 75, the Ministry of Education established a provincial support group and several regional support teams composed of ministry staff members. In addition, an incentive fund totalling \$1.6 million was set up, in the fall of 1986, to provide grants for school boards that wish to

purchase simultaneous translation equipment to facilitate communication between French- and English-language trustees and also with the community. The grants may also be used to translate official board documents.

A study group was appointed in January 1987 to examine the effects of Bill 30 and Bill 75 on school boards in the Prescott-Russell area and to recommend both short- and long-term measures designed to ensure stable and representative school board structures.

All previously-established French-language programs continued operating during the 1986-87 fiscal year.

Independent Learning Centre



In 1986, the Independent Learning Centre (ILC) – the Ministry of Education's distance education service – celebrated its sixtieth anniversary. Begun in 1926, the service first provided elementary school courses by correspondence for 200 isolated children; in 1986, it provided 223 elementary and secondary school courses, by correspondence and by other means using the latest technology, for 90 000 Ontarians of all ages.

Demand for ILC services continued to be strong in the 1986-87 fiscal year. Enrolment of students in ILC courses grew by 30 per cent over the previous fiscal year, and sales of learning materials to school boards increased by 39 per cent.

Twenty-one new courses were released during the fiscal year, including Adult Basic Education courses, Ontario Academic Courses (OACs), and secondary school courses. The non-credit Adult Basic Education program was expanded with the addition of a second course in both adult basic literacy and English as a second language. OACs to replace Grade 13 courses for independent learners in English, history, and mathematics were released in 1986-87. Several other OACs were under development. In addition, new secondary school courses in English, accounting, history, keyboarding, and law were offered.

The ILC student body is a diverse group. Seventy-seven per cent of the students are adults who apply directly to ILC for enrolment. They take courses for many different reasons: to complete secondary school diploma requirements, to upgrade basic skills, to pursue a personal interest. They enjoy the flexibility and privacy of independent learning.

Approximately 11 per cent of the students are day-school students who enrol through their respective secondary schools to obtain courses that are not available to them locally. Ten per cent of ILC students enrol through an agency, institution, or FUTURES Centre operated by the Ministry of Skills Development. The remaining 2 per cent are Ontario residents living temporarily outside Ontario.

In February and March 1987, the annual series of receptions were held to honour those who achieved excellence in the ILC program. Sixty-two students, nine teachers, and five day-school co-ordinators were among those who received awards at receptions held in London, Kitchener, Toronto, Hamilton, Ottawa, and Iroquois Falls.

The *Independent Learning Centre Student Guide, 1986-87*, provides information, in both English and French, about the courses and services offered to Ontario residents.

Communication Services

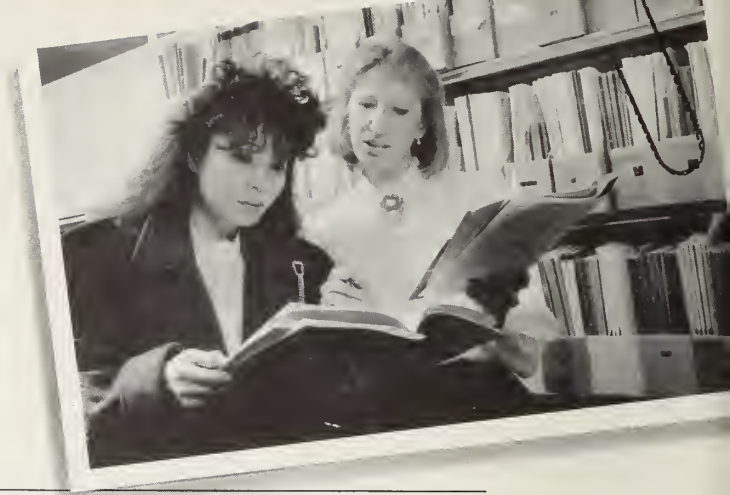


The role of the Communication Services Branch is to disseminate information to the numerous client groups of Ontario's education system – students, parents, teachers, trustees, educational administrators, and the general public.

During the 1986-87 fiscal year, the branch staged displays and exhibits concerning education in Ontario at major exhibitions, trade shows, seminars, workshops, and educational conferences throughout the province.

The branch also functions as the ministry's publisher and has a sizeable production staff. All official publications put out by the ministry (those that bear the ministry logo and are distributed to an external audience) are edited and produced, in English and French, by this production team. During the past fiscal year, a total of 123 publications were published by the branch, ranging from curriculum guidelines and resource guides for teachers to course calendars, reports (including the *Report of the Minister of Education*), and information brochures for parents, students, and the general public. A partial list of these publications can be found on pages 59 to 60.

Policy Analysis and Research



The role of the Policy Analysis and Research Branch (formerly the Research and Information Branch) is to provide the support services required by the ministry in the development of policy. These range from policy advice and analysis to information and research in areas of corporate priority.

The units of the branch are divided into two major groups according to their function. One group focuses on the provision of policy advisory services, while the other is responsible for gathering and providing access to information.

Through the Corporate Policy Advisory Group, which consists of one unit, the branch provides advice on a range of policy matters. In addition, the group provides project-management support and policy co-ordination for key policy initiatives for all the divisions of the ministry.

The four remaining units of the branch are involved in providing the extensive information needed for policy development, analysis, and review.

Research is conducted in areas of priority to the ministry. The Contractual Research Unit manages the research program, including co-ordination of the supervision of research contracts, publication of the research information, and its dissemination to educators and others not only in Ontario but also in North America and other parts of the world.

The Corporate Issues Unit co-ordinates the preparation of briefing materials for senior management and the Minister. In addition, the Public Inquiries Centre, which forms part of this unit, provides bilingual information on education to the public.

The Statistical Information Services Unit collects statistical information on education in Ontario and disseminates it through regular publications, periodic reports, and special releases. In addition, it provides consulting services in the analysis and interpretation of statistics and in the design of surveys.

The fourth unit in the grouping is the Information Centre, which contains a comprehensive resource collection. The centre's staff provide up-to-date educational information as well as reference and other library services.

Affirmative Action/ Employment Equity



Ontario's school boards have shown great leadership in the area of affirmative action/employment equity as can be seen by their early involvement in the Affirmative Action/Employment Equity Incentive Fund.

The incentive fund, which was launched late in 1984, is co-sponsored by the Ontario Women's Directorate and the Ministry of Education. On December 16, 1986, a three-year extension of the project was announced. The fund provides grants for school boards to assist them in developing and implementing affirmative action/employment equity programs for their women employees. Each participating school board may receive funding of up to \$51 000 for a maximum period of three years during the five-year term of the incentive fund, from 1985 to 1989.

In addition to offering financial support by extending the fund, the ministry made the following policy commitment: "The government is committed to the principle of employment equity. Nowhere is it more important that this principle be observed than in the province's educational system. The role of education and the values it reflects in both human resource deployment and curriculum is critical. Ministry of Education policy requires that students have the opportunity to see men and women in a variety of roles. The school system must be at the forefront in reflecting the changing roles of women and men by providing an environment that exemplifies sex equity, both in the role models it provides and the teaching materials it uses." (Policy/Program Memorandum No. 92, "Affirmative Action/Employment Equity Incentive Fund for School Boards".)

To demonstrate evidence of progress in achieving an environment that reflects sex equity, school boards were requested to adopt the objective of employment equity at all levels of the educational system, with the aim of increasing the number of women and diversifying their occupational distribution to a minimum of 30 per cent in all occupational categories by the year 2000. The Ministry of Education is committed to the same goal for its employees.

School boards have already made significant progress in the area of employment equity. The 1987 response to the incentive fund was encouraging. By the end of March 1987, almost \$1.2 million had been sent to school boards for affirmative action/employment equity projects that were to operate between January 1, 1987, and December 31, 1987. The seventy-nine participating school boards are using the funds to:

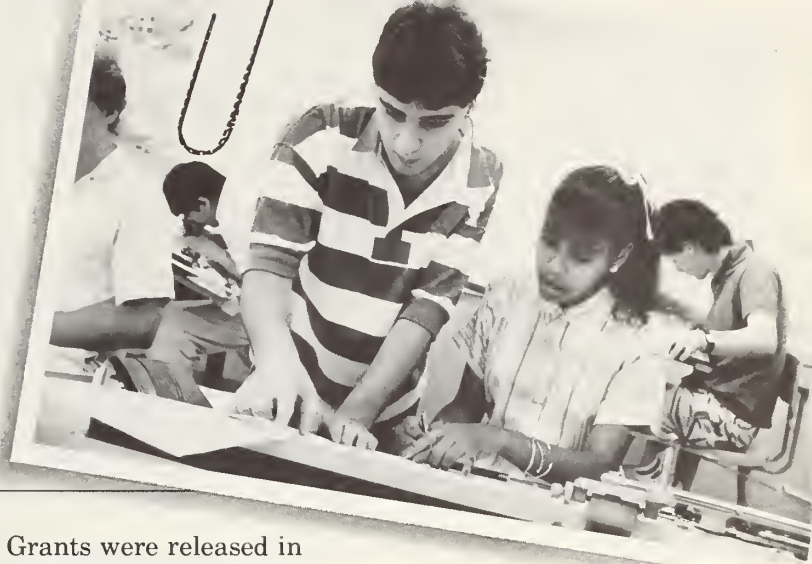
- hire an affirmative action/employment equity co-ordinator;
- undertake specific activities identified in their affirmative action/employment equity plan (for example, communication activities, conferences, workshops);
- undertake a special project that is integral to their affirmative action/employment equity plan, such as the development of a targetting model, a special staff development activity, etc.

Some school boards also received one-time special grants of up to \$3000 to cover the costs of consulting fees paid for a project that will serve as the basis for developing a comprehensive employment equity plan. Such a project might include the collection and analysis of employee data to determine the breakdown by sex of a board's workforce or the assessment of a board's corporate policies and procedures.

Many school boards are participating in the Employment Equity Network for School Boards, which provides an opportunity for those involved in affirmative action/employment equity programs to identify significant issues to be addressed and to exchange program information, resources, new methods for meeting objectives, and success stories.

Other boards across the province have formed regional networks to allow affirmative action co-ordinators to meet to discuss significant issues pertaining to their particular region.

Grants



Details of the 1987 General Legislative Grants were released in February. Provincial grants to school boards for 1987 will total \$3578.9 million. This is an increase of 5.5 per cent over the 1986 base, and includes an additional amount of \$163.5 million to cover the cost of separate school extension and an additional \$13.5 million designated for educational technology, Primary and Junior Division science, and affirmative action programs.

The grants for special education were increased in 1987 to \$206 per pupil at the elementary level (from \$195 in 1986) and \$147 at the secondary level (from \$139 in 1986). The per-pupil amount for trainable-retarded pupils was increased to \$4560 in 1987, from \$4320 in 1986.

The declining-enrolment provisions introduced in 1981 were continued in 1987. Thus, the declines in enrolment experienced by a board between 1985 and 1986 and between 1986 and 1987 were recognized for grant assistance in 1987.

Funding for Heritage Language programs was increased to \$34.50 per classroom hour, from \$33.00 in 1986.

A new funding method was introduced in 1987 for approved continuing education programs, for the in-class portion of driver education courses, and for summer school programs for secondary school pupils. The grant of \$1900 per full-time equivalent pupil enrolled in one of these programs will be paid in full by the province and increased by the board's grant weighting factor.

The additional allowances to help boards replace technical and vocational equipment were continued.

Grants for the teaching of French both as a first and as a second language were increased by approximately 5.5 per cent over the 1986 levels.

A grant for Native-as-a-second-language programs will become effective in September 1987. The grant will be similar to that provided for French-as-a-second-language programs. In addition, a start-up grant of \$200 per pupil enrolled in a Native-as-a-second-language program will be provided for the first five years of the program.

The maximum ordinary expenditures per pupil recognized by the ministry for grant purposes were also increased. The ceiling for elementary school pupils was raised to \$2710 from \$2534 in 1986. The ceiling for secondary school pupils was raised to \$3621 from \$3445 in 1986. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and geographical location.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment. The equalizing of assessment was based on a five-year average of the assessment-equalization factors published by the Ministry of Revenue.

The capital funding of projects that provide school accommodations in new housing developments continued to be a priority. Funds were also made available for building improvement projects related to student health, fire safety, roofing repairs, and heating-equipment replacements. An amount of \$147.2 million was provided for capital purposes in 1987. This amount included \$20 million in capital funds for additions, alterations, or renovations to existing facilities and new schools specifically related to Roman Catholic separate school extension.

Legislation



The Legislation Branch provides legal and legislative services and counsel for the Ministry of Education and its agencies. These services include the provision of information on statutes and regulations and the preparation and review of proposed legislation, regulations, and other legal documents. In addition, the Legislation Branch provides consultative services, as well as analysis of, and advice on, proposed policy changes, for branches, task groups, and committees whose activities will lead to new or altered legislation or regulations.

The Legislation Branch also maintains liaison with the Legislative Counsel, the Cabinet Committee on Legislation, the Cabinet Committee on Regulations, the Ministry of the Attorney-General, various standing committees of the Legislature, and other ministries and agencies whose legislation or legislative proposals impinge on educational matters.

Two significant pieces of legislation, Bill 30 and Bill 75, received third reading and Royal Assent in the Legislative Assembly during the 1986-87 fiscal year. Bill 30 extends full funding to Roman Catholic separate school boards, and Bill 75 enables Francophones to govern French-language schools and classes. Legislation Branch personnel have assisted in the implementation of these two bills. A number of new regulations under Bill 30 were also put in place.

During the past fiscal year, the branch's staff were involved in a variety of activities pertaining to the legal/legislative aspects of the development of proposed policies, including the following:

- consideration of alternative methods of determining trustee representation;
- participation in an interministerial committee on enumeration for the 1988 elections, with the purpose of identifying the potential enumeration problems arising from Bill 75 and making appropriate recommendations;
- analysis of the report of the Ottawa-Carleton French-Language Education Advisory Committee and formulation of recommendations with respect to the statutory amendments required to implement the report's proposals;
- preparation of proposed amendments to the Education Act in the area of special education as well as in several other areas.

Regional Offices



The six regional offices of the Ministry of Education provide direction and services for school systems in several areas. The personnel in the regional offices assist school boards in reviewing their programs and policies, particularly as they relate to ministry guidelines and regulations. At the same time, they evaluate the effectiveness of ministry policy and may make recommendations that lead to policy amendment.

Regional office staff also contribute to the development and revision of policy by providing the ministry with information on current developments in the schools, boards, and communities in their region. Their knowledge and understanding is essential to the development process in the curriculum, financial, and legislative areas.

Another function of the regional offices, and a most significant one, is implementation of provincial policies related to education. Although implementation is primarily a board responsibility, regional offices have an important support role. Their activities include the clarification and interpretation of policy; the monitoring of the boards' review, development, and implementation processes; the provision of direct services in the areas of curriculum, supervision, and business and finance to small boards lacking such services; the issuance of a variety of approvals; and the inspection of private schools.

Ministry of Education Reorganization



In January 1987, the Ministry of Education underwent a reorganization designed to promote increased emphasis on corporate policy and planning as well as to recognize government priorities such as human resource management, the education and care of young children, adult and continuing education, and program implementation and review. The reorganization was approved by Management Board of Cabinet on January 6.

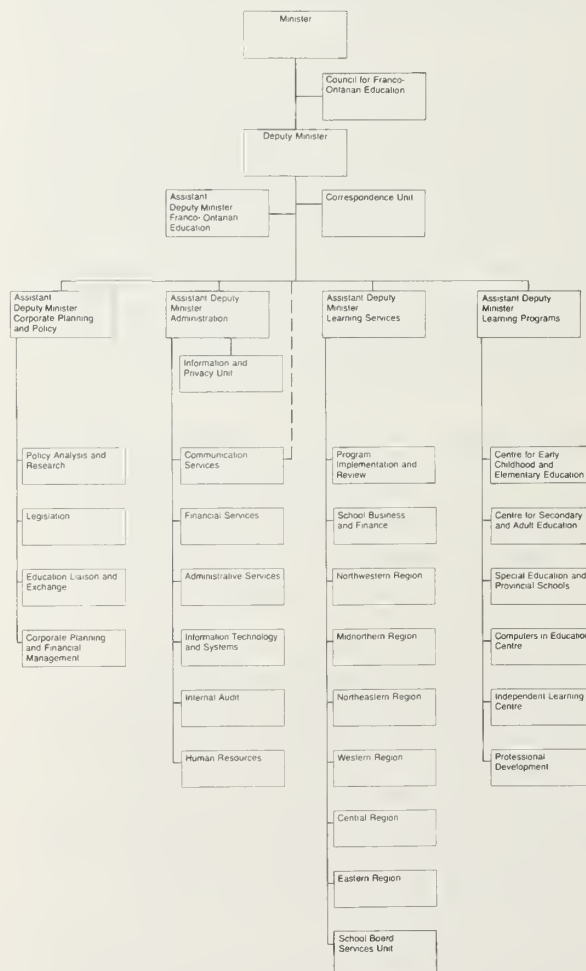
As a result of the reorganization, the ministry has four divisions, in addition to Franco-Ontarian Education, and five assistant deputy ministers.

The major changes that took place under the reorganization at the divisional level are outlined below.

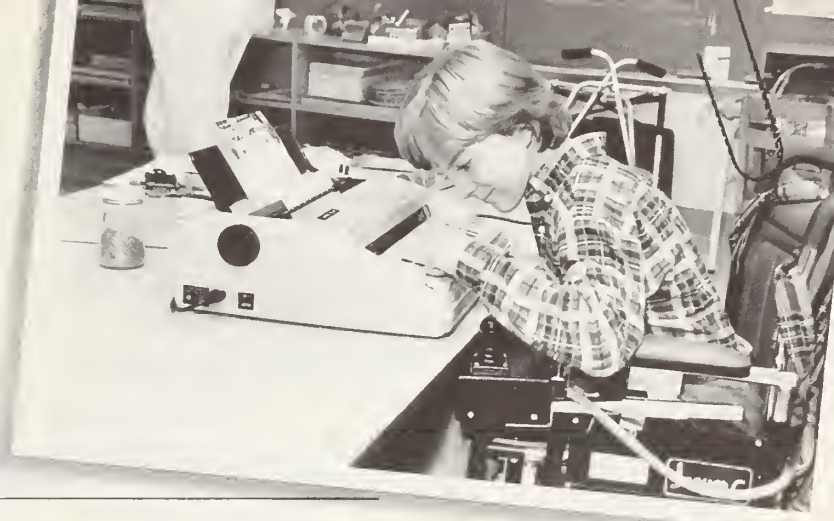
- A new division, the Corporate Planning and Policy Division, was created to meet the ministry's need for greater emphasis on policy formulation and planning. The responsibilities of this new division are in the areas of operational planning and reporting, priority setting, strategic planning, corporate financial planning, policy development and analysis, research, educational liaison, legislative planning, and legal counsel.
- The Education Technology Development Division was eliminated.
- The former Education Programs Division was subdivided into a Learning Programs Division and a Learning Services Division. The Learning Programs Division is responsible for the development of ministry programs for elementary and secondary schools in Ontario and for the co-ordination of the ministry's participation, with school boards and other agencies, in the development of programs for adult and continuing education, child care, and Native education. The Learning Services Division is responsible for the delivery of ministry programs and policies to school boards and for initiatives designed to improve accountability for both ministry programs and student learning. This division also has responsibility for the financing of elementary and secondary education, including capital and energy programs for school boards, and the administration of the Educational Computing Network of Ontario.

In the area of Franco-Ontarian education, French-Language Consultative Services became the responsibility of the Assistant Deputy Minister of Franco-Ontarian Education, who is also responsible for the implementation of An Act to amend the Education Act and the Municipality of Metropolitan Toronto Act (formerly Bill 75) which deals with the governance of French-language schools.

Within each division, certain changes also took place at the branch level. These changes are reflected in the following organizational chart.



Advisory Committees



The Ministry of Education continues to consult with a number of provincial parent and professional associations on the subject of ministry policies and procedures. Much of this consultation takes place in committees and councils that include representatives from interested groups.

Council for Franco-Ontarian Education

The Council for Franco-Ontarian Education was established in 1980 to provide advice to the Minister of Education and the Minister of Colleges and Universities on all matters concerning the education of Franco-Ontarians from the elementary to the postsecondary level. In its reports submitted in 1986-87, the council commented and made recommendations on governance by Francophones at the school board and the college level. One of the major initiatives of the council in 1986-87 was the design of a master plan for French-language education in the province, ranging from preschool to university education and including continuing education.

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Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry to ensure that provincial special education policies and procedures are tailored to the specific needs of exceptional pupils. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Association of Professional Social Workers, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the *Association des surintendants franco-ontariens*, the Ontario Teachers' Federation, and the Ontario Medical Association.

Ottawa-Carleton French-Language Education Advisory Committee

The five-member Ottawa-Carleton French-Language Education Advisory Committee, appointed in January 1986 to propose a structure for a French-language school board for the Ottawa-Carleton region, released its report in January 1987.

The committee, chaired by Albert Roy, recommended that the French-language school board should be composed of two sections, to serve the Ottawa-Carleton region's French-speaking students in both public and separate schools.

The committee was given the task of developing a plan for the establishment of the French-language school board. Committee members were former Ottawa city councillor Marlene Catterall, who served as vice-chairperson; Reverend Roger Guindon, former rector of the University of Ottawa; Susan Braun, a trustee on the Lakehead Board of Education; and William Townshend, who recently retired from the position of director of education for the Waterloo County Board of Education.

The Minister of Education has stated that the necessary legislation for creating this board will be in place for the 1988 municipal elections.

Ministerial Agencies and Commissions



Commission for Planning and Implementing Change in Governance and Administration of Secondary Education in Ontario

This eight-person commission was appointed on July 26, 1984. The chairman of the commission is William T. Newnham, the former president of Seneca College of Applied Arts and Technology, and the vice-chairman is Edmund Nelligan, the former director of education of the Metropolitan Toronto Separate School Board. The commission members are Twyla E. Hendry, trustee, Waterloo County Board of Education; Jean-Louis Bourdeau, executive director of the *Association française des conseils scolaires de l'Ontario*; John A. Fraser, director of the Peel Board of Education; C. Frank Gilhooly, former president of the Ontario Separate School Trustees' Association; William A. Jones, former executive secretary of the Ontario Teachers' Federation; and T. Rosaire Léger, director of the Stormont, Dundas and Glengarry County Board of Education.

Since 1984, the commission has advised the Minister of Education on the specific means by which the government policy on Roman Catholic separate school extension can best be carried out. The commission is responsible for the overall administration of the implementation of separate school extension.

The Languages of Instruction Commission of Ontario

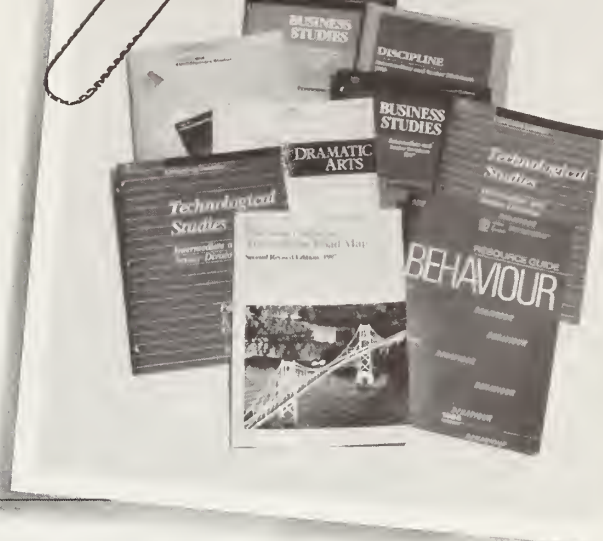
The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether English or French. The commission considers matters referred to it by school boards, advisory committees, French-language or English-language education councils, or, in some cases, by groups of ratepayers.

Since its inception, the commission has been presented with a number of problems relating to the provision of education in the minority language. It has been able to bring about solutions in the majority of these cases and continues to monitor them and give direction when requested.

The Provincial Schools Authority

The Provincial Schools Authority is the official employer of the teachers in provincial schools. It negotiates on behalf of the Ministries of Education and Correctional Services with the organization that represents the teachers. It also deals with problems arising from the administration of the agreements reached.

Publications



This is a partial list of publications issued during the 1986-87 fiscal year.

Guidelines

- **Business Studies Series:**
 - *Accounting, Intermediate and Senior Divisions and OAC, 1987*
 - *Business English, Senior Division, 1987*
 - *Consumer Studies, Intermediate and Senior Divisions, 1987*
 - *Economics, Intermediate and Senior Divisions and OAC, 1986*
 - *Keyboarding, Intermediate and Senior Divisions, 1987 (English and French)*
 - *Policy for Program Planning and Delivery, Intermediate and Senior Divisions and OACs, 1986*
- **Dramatic Arts, OAC, 1986**
- **Dramatic Arts: Theatre, OAC, 1986 (French)**
- **French as a Second Language, OACs, 1986**
- **History and Contemporary Studies, Part A: Policy and Program Considerations, Intermediate and Senior Divisions and OACs, 1986 (English and French)**
- **History and Contemporary Studies, Part B, Intermediate Division, 1986 (English and French)**
- **Latin, OACs, 1986**
- **Mathematics, Part 1, Intermediate and Senior Divisions, 1985 (French)**
- **Mathematics, Part 2, Intermediate and Senior Divisions, 1985 (French)**
- **Mathematics, Part 3, Intermediate and Senior Divisions and OACs, 1985 (French)**
- **Technological Studies Series, Part B, Intermediate and Senior Divisions:**
 1. *Transportation Grouping, 1986 (English and French)*
 2. *Construction Grouping, 1986*
 3. *Electrical Grouping, 1985 (French)*
 4. *Food Services Grouping, 1986 (English and French)*
 5. *Graphics Grouping, 1986 (English and French)*
 8. *Manufacturing Grouping, 1986 (English and French)*
 9. *Personal Services Grouping, 1986*
 10. *Textiles Grouping, 1986*
- **Visual Arts, Intermediate and Senior Divisions and OAC, 1986 (French)**

Support Documents

- *Ages 9 Through 12: A Resource Book for Teachers, A Support Document to "The Formative Years"*
- *Behaviour* (English and French)
- *Discipline, Intermediate and Senior Divisions* (English and French)
- *Discover Ontario Through the Road Map*, Curriculum Ideas for Teachers, second revised edition
- *French for Basic Communication, Intermediate Division*

Other

- *The Arts in Ontario Schools: Action Paper* (English and French)
- *Circular 14A, 1986* (bilingual)
- *Circular 14B, 1986* (bilingual)
- *Circular 14, 1987* (bilingual)
- *Designing for the Physically Disabled* (English and French)
- *Directory of Education, 1986/1987* (bilingual)
- *Directory of School Boards, 1986* (bilingual)
- *Education Ontario*, June 1986, October 1986, March 1987
- *Education Ontario*, March 1986, December 1986 (French)
- *Independent Learning Centre Student Guide, 1986-87* (bilingual)
- *Manual for the Common Course Code* (English and French)
- *Manual for the Ontario Student Transcript* (English and French)
- *Ontario's NSL Program: Teaching and Learning a Native Language as a Second Language*
- *Report of the Minister of Education, 1985-86* (bilingual)
- *Science in Primary and Junior Education: A Statement of Direction* (English and French)
- *Student Guidance Information Service Master List of Occupational Titles, 1985-86* (bilingual)

